DOCUMENT RESUME

ED 395 421 EC 304 815

AUTHOR Walker, Joanne H.; Shaw, Stan F.
TITLE Perceptions of Team Members Regarding the Involvement of Students with Learning Disabilities in Transition Planning.
PUB DATE 4 Apr 96
NOTE 49p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Educational Planning; *Education Work Relationship; Interdisciplinary Approach; *Learning Disabilities; Long Range Planning; Needs Assessment; *Planning; Postsecondary Education; Pupil Personnel Services; Secondary Education; Self Management; Special Education Teachers; *Student Participation; *Teacher Attitudes; *Transitional Programs

ABSTRACT

Secondary level transition team members (administrators, special educators, and related service personnel) were surveyed regarding their perceptions of involvement by students with learning disabilities in transition planning and provision of services and activities that foster student involvement. Factor analysis of the 427 responses revealed that special educators differed from administrators and related service personnel in their perceptions of transition planning. Special educators perceived lower levels of student involvement and provision of fewer services and activities related to self-reliance than did the other two groups. Special educators also desired greater provision of services to foster career/vocational goals in transition planning than the other two groups. Team members from all three groups desired a greater degree of student involvement in transition planning and related services and activities than currently exists. Findings suggest that professionals perceive "best practices" as described in the transition literature to be desirable program elements for students with learning disabilities. (Contains 36 references.) (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 395 421

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Perceptions of Team Members Regarding the Involvement of Students with Learning Disabilities in Transition Planning

Joanne H. Walker, Ph.D.

Eastern Connecticut State University

Stan F. Shaw, Ed.D.

University of Connecticut

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
S. Shaw

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

EC 304815

Paper presented at the Council for Exceptional Children International Conference,

Orlando, FL

April 4, 1996

BEST COPY AVAILABLE

Abstract

Transition team members were surveyed regarding their perceptions of: a) student involvement in transition planning; and b) provision of services and activities that foster student involvement. Results revealed that special educators differed from administrators and related service personnel in their perceptions of transition planning. Furthermore, team members from all three groups desired that student involvement in transition planning and related services and activities occur to a greater extent than currently exists. Findings suggest professionals perceive "best practices" as described in the transition literature to be desirable program elements for students with learning disabilities. Implications are discussed.

Perceptions of Team Members Regarding the Involvement of Students with Learning Disabilities in Transition Planning

The passage of the Individuals with Disabilities Education Act (IDEA) resulted in mandating the provision of transition services for students receiving special education who are 16 years of age or older. Legislation listed activities included in transition services, specified the basis for determining appropriate activities, and encouraged the inclusion of students in the formulation of their individual transition plans.

Examination of students' individual education programs (IEPs) has indicated that activities associated with transition services are not in place for many students with mild disabilities. Lombard, Hazelkorn, and Neubert (1992) reported that only 48% of the students in their sample had vocational goals listed on their IEPs and less than 20% had post-school transition goals identified. They concluded that students involved in vocational education programs were not using the full range of services and programs as specified in legislation. In their review of the IEPs of students with mild disabilities at the elementary and secondary levels, Lynch and Beare (1990) found almost all lacked objectives relating to vocational, community, daily living, and social skills areas. Similarily, Pray, Hall, and Markley (1992) examined IEPs to determine type and frequency of social skills objectives. Their findings revealed that only 15% of the IEPs of students with learning disabilities contained identifiable social skills objectives and these were related to academic achievement rather than interpersonal skills.

Transition services, however, have continued to be a perceived need by students and educators alike. Dowdy, Carter, and Smith (1990) compared high school students with learning disabilities to their nonlearning disabled peers

and found that many youth with disabilities need a secondary school curriculum that places greater emphasis on their transitional needs. A survey conducted by Karge, Patton, and de la Garza (1992) investigated the perceptions of students with mild disabilities and educators regarding the provision of transition services. Their findings indicated that a significant difference existed between the percentage of students with mild disabilities who received essential transition services and the percentage of those who desired such services. Houck, Geller, and Engelhard (1988) examined the perceptions of teachers of students with learning disabilities regarding programs at the middle school and high school levels. They reported that the two suggestions most frequently made were earlier and more career planning and vocational preparation, and increased support for the development of student self-awareness, self-concept, motivation, attitude, and independence.

Model transition programs have found student involvement in their own transition planning to have positive results. A national study of high school transition programs for youth with disabilities revealed that allowing students the opportunity for self-reliance and informed choices in curriculum options enhanced transition planning (Knowlton & Clark, 1989). Patton (1988) reported that active participation of students in the planning of their high school program and transition goals resulted in greater satisfaction on the part of all team members. Aune (1991) described a model transition program for postsecondary-bound students with learning disabilities in which participants not only were actively involved in planning their own transition objectives, but also were named the primary person responsible for most objectives stated

in their IEPs. Project data indicated that student participation in the IEP/transition conference was among the key elements in the successful transition from high school to college.

Van Reusen, Deshler, and Schumaker (1991) investigated the effects of teaching adolescents with learning disabilities to use self advocacy procedures during the IEP conference. Their results showed that students with learning disabilities contributed important and relevant information to the IEP planning process. Likewise, Phillips (1990) examined the implementation of a self-advocacy plan for students with learning disabilities and found that it was an effective mechanism for increasing students' awareness of self, postsecondary opportunities, and adult services.

Although positive results have been associated with student involvement in educational and transition planning, youth with disabilities typically have not been participating team members in this process. Houck et al. (1988) found that special education teachers perceived student participation in program development and evaluation of programs at the secondary level to be low. Karge et al. (1992) reported that students were not taking an active role in their transition planning. Similarily, Lovitt, Cushing, and Stump (1994) found that, for the most part, the input of students with mild disabilities into their IEPs was limited.

These findings suggest that further research regarding student involvement in transition planning is needed. Halpern (1994) identified the major components related to student involvement in the transition planning process as self-determination, self-evaluation, identification of post-school transition goals, and selection of appropriate educational experiences. He noted that

transition services will be effective only to the extent that these components are implemented. This study sought to determine the degree to which these components are fostered in secondary schools.

Given that state legislation related to transition predated federal legislation by three years, Connecticut provides an ideal site for the investigation of the impact of transition components as proposed by Halpern (1994). Specifically, this study examined the perceptions of transition team members' regarding the extent to which students with specific learning disabilities are involved in their transition planning and the extent to which they desire students be involved. It also examined team members' perceptions of the extent to which services and activities that foster student involvement are provided at their institutions and the extent to which they desire these services and activities be provided.

Methodology

Subject Selection

The population from which the sample was drawn consisted of professionals from Connecticut who were associated with secondary school transition teams. Professionals included: principals, directors of special education services, special educators, guidance counselors, and school psychologists. Due to small size, the entire population was used for three of the groups: principals, directors of special education, and school psychologists. For the two larger groups made up of guidance counselors and special educators, systematic sampling was used to select subjects. A total of 1,221 subjects comprised the

sample. This included 261 administrators (i.e., principals and special education directors), 353 special educators, and 607 related service personnel (i.e., school psychologists and guidance counselors).

Data Collection

A survey instrument was developed to collect data. The questionnaire consisted of three parts. Part I dealt with student involvement in their own transition planning. The items that made up this section included those activities that are typically associated with individual transition plan (ITP) development. Part II focused on services and activities associated with fostering student involvement in transition planning. They centered around four domains: vocational skills, social skills, academic skills, and independent-living skills. In both Part I and Part II, choices for item responses were furnished for the respondent through the use of a 7-point Likert scale which ranged from 1 (never) to 7 (always). Separate columns were provided for current and desired levels. In Part III, demographic data were solicited for age, gender, role, number of years of experience, and number of ITP meetings attended.

Professionals knowledgeable in the area of transition reviewed the instrument according to criteria for ensuring content validity as described by Nunnally (1978). Two pretests were conducted using the instrument. The first pretest was administered to an intact class of graduate students who were enrolled in a special education seminar at a northeastern university and serving a secondary school population or working with adults with special needs. After revision, the survey instrument was pretested on professionals working with a population of students with disabilities at the middle school or high school level.

The revised questionnaire was accompanied by an introductory letter. In addition to explaining the purpose of the project, the letter assured confidentiality as well as a summary of results to those who requested it. Questionnaire, letter, and self-addressed, postage-paid return envelope were sent to transition team members who comprised the sample. Prior to the initial mailing, each questionnaire was coded so that nonrespondents could be easily identified. A follow-up mailing was sent to nonrespondents.

Results

Sample Characteristics

Of the 1,221 questionnaires sent, 533 (44%) were returned. Returns indicated that of the town and regional school districts in the state, 72% were represented in the responses from administrators, 71% in the responses from special educators, and 87% in the responses from related service personnel. Collectively, 98% of the towns and regional school districts in the population were represented in the resulting sample. Subjects who did not meet study criteria (i.e., serving students with learning disabilities at the secondary level and involved with transition) were eliminated from statistical analyses. Prior to factor analysis, there were 427 subjects. Of these, 103 were administrators, 131 were special educators, and 193 were related service personnel. The entire sample consisted of 170 males and 257 females. The typical respondent was between the ages of 40-54, with over 10 years of professional experience and had attended 10 or more ITP meetings in the last three years.

Instrument Constructs

Student involvement in planning activities. Each part of the questionnaire was submitted to a separate factor analysis. There were 21 items in the first part of the survey instrument. These items focused on the various ways in which students may be involved in their own transition planning through the transition meeting process. A description of these items as well as the corresponding means and standard deviations for current and desired levels are contained in Table 1. Responses to items for current level were submitted to a principal factor analysis with an oblique rotation which produced a two-factor solution that explained 86% of the covariance among the 21 items. Factor I consisted of 11 items with loadings that ranged from .45 to .86 and accounted for 78% of the total covariance. The items that defined this factor are best described as activities related to postsecondary planning. Factor II, which was composed of 10 items, accounted for 8% of the covariance. The items that delineated Factor II had loadings that ranged from .42 to .96 and related to secondary planning activities. An intercorrelation of .76 between the two factors indicated the appropriateness of the oblique solution for this set of items.

An alpha internal consistency reliability estimate of .95 was obtained for the 21 items that made up the first part of the survey instrument. The reliability estimates for the individual factors were .93 and .91 for Factor I and Factor II, respectively. Factor loadings and associated alpha reliability estimates obtained for the two factors can be found in Table 1.

Insert Table 1 about here.

Provision of services and activities. The 24 items contained in Part II of the survey instrument described various services and activities that can be provided to students with disabilities and that are typically associated with a transition curriculum. Table 2 lists the items along with the corresponding means and standard deviations for current and desired levels. Items in this section were also submitted to a principal factor analysis with an oblique rotation. The two factors that resulted accounted for 85% of the total covariance. Factor I contained 14 items with loadings that ranged from .34 to .86 and explained 70% of the total covariance. The items that defined this factor represented services and activities provided to encourage self-reliance in students. Factor II consisted of 10 items with loadings that ranged from .42 to .82 and accounted for 15% of the total covariance. The items that composed Factor II described services and activities related to the career/vocation area. There was an intercorrelation of .56 between the two factors.

An alpha internal consistency reliability estimate of .94 was obtained for the entire 24 item section. Reliability estimates for the individual factors were .93 and .89 for Factor I and Factor II, respectively. Factor loadings and associated alpha reliability estimates obtained for each factor can be found in Table 2.

Insert Table 2 about here.

Group Differences

The factors that resulted from the factor analyses were submitted to a 3 x 2 mixed design ANOVA in order to address group differences. In all of the

analyses, role (i.e., administrators, special educators, and related service personnel) was treated as the between-subject factor, and level (i.e., current and desired) was treated as the within-subject factor.

Student involvement in planning activities. Analysis of data related to Factor I (postsecondary planning activities) indicated that there was a significant within-subject main effect for level, $F(1,396) = 1483.57$, $p < .0001$, $MSE = .73$, and a significant interaction between role and level, $F(2,396) = 14.69$, $p < .0001$.

Analysis of data related to Factor II (secondary planning activities) revealed a significant within-subject main effect for level, $F(1,395) = 1185.55$, $p < .0001$, $MSE = .51$, and a significant interaction between role and level, $F(2,395) = 12.79$, $p < .0001$. Table 3 contains a summary of results for these analyses.

A graph representing the interactions between role and perception of level of student involvement in transition planning activities can be found in Figure 1. Scheffé post hoc tests indicated that special educators perceived current level of student involvement in postsecondary planning activities as occurring to a lesser extent than did related service personnel ($p < .01$) and administrators ($p < .05$). In addition, they also perceived student involvement in secondary planning activities as occurring to a lesser extent than did related service personnel ($p < .01$). The results of the post hoc tests related to Factor I and Factor II are contained in Table 4.

Insert Tables 3 and 4 about here.

Insert Figure 1 about here.

Provision of services and activities. Analysis of data related to Factor I (self-reliance) indicated that there was a significant within-subject main effect, $F(1, 396) = 1022.74$, $p < .0001$, $MSE = .51$, and a significant interaction between role and level, $F(2,396) = 11.28$, $p < .0001$.

Analysis of data related to Factor II (career/vocation) showed a significant within-subject main effect for level, $F(1,393) = 814.26$, $p < .0001$, $MSE = .50$, and a significant interaction between role and level, $F(2,393) = 5.80$, $p < .004$. Results of these analyses are summarized in Table 5. A graph of the interactions between role and perception of level of provision of services and activities is shown in Figure 2.

Insert Figure 2 about here.

Scheffé post hoc tests revealed that special educators' did not perceive provision of services and activities to foster self-reliance to be provided to as great an extent as related service personnel ($p < .01$) or administrators ($p < .05$). Furthermore, special educators also desired provision of service and activities related to career/vocation to occur to a greater extent than did related service personnel ($p < .05$). Table 4 contains the results of the post hoc tests related to Factor I and Factor II.

Insert Table 5 about here.

Discussion

Instrument Constructs

This study investigated team members' perceptions regarding student involvement in transition planning and provision of services and activities to foster student involvement. Principal factor analysis of data collected on student involvement in planning activities (Part I) resulted in a two factor solution. The 11 items contained in Factor I relate to activities that would typically occur in preparation for independent functioning at a postsecondary level and, for the most part, require active student involvement. Many of these items deal with management of the IEP/ITP which has been associated with teaching students the self-determination skills (Martin, Marshall, & Maxson, 1993) linked to successful transition to postsecondary education (Aune, 1991; Bursuck & Rose, 1992; Siperstein, 1988). They include activities such as: providing evaluative information on the appropriateness of the ITP, assisting in evaluating attainment of goals and objectives, and providing feedback on the effectiveness of transition activities. These items contributed most to the definition of Factor I. The remainder of the items relate to planning for the transition to adulthood. They include activities such as identifying goals related to independent living and community life, identifying services needed at the postsecondary level, and selecting transition activities to achieve goals.

Factor II is defined by 10 items composed of activities that occur in relation to planning for the secondary level. These activities are essential in initiating the transition planning process that is most often begun in high school. In general, they require provision of information on the part of the student (Reiff & deFur, 1992) and are primarily of an academic nature. Included in this category are activities such as describing academic strengths and weaknesses and describing personal strengths and weaknesses. These items, which relate to the provision of information, contributed most to defining Factor II.

The items, identify vocational/career goals and assist in determining modifications and accommodations are also contained in Factor II. Although identifying vocational/career goals is related directly to postsecondary planning, it first of all, provides information necessary for the selection of an appropriate secondary program. Assisting in determining modifications and accommodations has also been associated with postsecondary settings (Aune, 1991; Durlack et al., 1994). This activity, which is emphasized at the postsecondary level, is perceived to be occurring to some extent at the secondary level.

Examination of the means related to Factor I and Factor II, suggests that student involvement in postsecondary planning activities is not perceived by transition team members as occurring to as great an extent as student involvement in secondary planning activities. These results are consistent with findings reported by Dowdy et al. (1990) which indicated that life after high school was not emphasized in IEPs.

Data collected on the provision of services and activities associated with a transition curriculum were submitted to principal factor analysis. The two

resulting factors correspond to the commonly accepted transition outcomes of independence and employment (DeStephano & Wermuth, 1992; Halpern, 1985; Will, 1984) that model transition programs seek to address (Rojewski, 1992). Factor I consists of 14 items that foster self-reliance in students. Items defining this factor include activities such as socially responsible behavior and learning strategies. Other items include: social/interpersonal skills, self-advocacy skills, activities in daily living, and goal-setting. These activities are associated with functioning independently in a variety of post-school settings (Okolo & Sitlington, 1988; Reiff & deFur, 1992; Rojewski, 1992; Shaw et al., 1992) which is the ultimate goal of adult adjustment (Sitlington et al., 1992).

Mean scores for desired level of two items contained in this factor merit further discussion. The item that received the lowest mean score for desirability was instruction through content tutoring. This supports earlier work by Cline and Billingsley (1991) who reported that although the instruction model has been receiving emphasis in resource rooms, educators indicated a need to decrease its use in favor of an increased emphasis on career/vocational and learning strategies instruction.

Although there exists a need to address transportation skills in planning for students with mild disabilities (Gajar et al., 1993), accessing transportation was the item that received the second lowest mean score in terms of desirability for transition programming. Karge et al. (1993) similarly reported that the professionals they surveyed perceived transportation skills to be the lowest priority need. However, contrary to this finding, they also added that students with mild disabilities perceived it to be the most needed area of instruction.

Factor II contains 10 items that include activities related to the career/vocational area and that lead to eventual employment. Although employment, once the unidimensional focus of transition (Will, 1984), has been broadened to include other aspects of adult living (Halpern, 1985; Wehman, Kregel, & Barcus, 1985), it provides the gauge by which successful adult adjustment is judged (Sitlington et al., 1992) and therefore continues to be the focal point of transition (Edgar, 1988; Rojewski, 1992). The activities that compose this factor focus on determining appropriate career/vocational options and providing opportunity to experience choices. They include experience-based career education, general career awareness, and career/vocational assessment, which contributed most to defining the factor.

Group Differences

Results show that special educators do not perceive the current level of student involvement in postsecondary planning activities to be as high as either administrators or related service personnel nor do they perceive students to be currently involved in activities related to secondary planning to as great an extent as do related service personnel. Furthermore, special educators do not perceive services and activities related to self-reliance to be provided to as great an extent as do their team counterparts. Results also show special educators desire that provision of service and activities to foster career/vocation in transition planning occur to a greater extent than do related services personnel. Although their difference was statistically significant, the means for both groups approached the maximum value (7) of desirability as defined by the scale on the survey instrument which suggests that the two groups perceived items related to this factor as highly

desirable. In addition, significant differences exist in transition team members' perception of current and desired levels of student involvement in transition planning activities and their perception of current and desired levels of provision of services and activities that foster student involvement in transition planning activities.

Findings indicate that significant differences exist among group perceptions regarding transition planning. Special educators, who are most directly involved in program implementation, perceive student involvement in transition planning and provision of related services and activities as occurring to a lesser extent than do other team members. Although no comparison groups were used, Houck et al. (1988) similarly found that teachers of students with learning disabilities perceived student involvement in their educational planning to be low. Moreover, transition team members perceive "best practices" as described in the transition literature to be desirable program elements for students with learning disabilities. These findings are similar to those of Karge et al. (1992) who reported that the students and educators they surveyed indicated a desire for greater student involvement in transition planning and that services and activities related to employment be provided to a greater extent than presently exists.

Limitations

The study was cross-sectional in design. Assessment of the individual occurred at one point in time with respect to the presence or absence of given characteristics and therefore reflected team members' perceptions specifically at the time the study was conducted. Temporal priority can not be determined (Dooley, 1984), and causal inferences should not be drawn from these data.

Results are based on recall of events by study participants rather than direct measures and may have been influenced by the reactivity effect of study participation.

Although 98% of the towns and regional districts in the population were represented in the resulting sample, the rate of individual response was 44% and should be taken into consideration when interpreting study findings. Furthermore, the study was conducted on team members from Connecticut and is limited by this geographic constraint.

There is a need for this study to be replicated with team members who are associated with the receiving agencies (Edgar, 1987) that continue servicing these students in post-high school environments and with team members who are the primary stakeholders in the transition process, that is, students with disabilities and their families.

The discrepancy between current and desired levels of transition planning suggests further research is needed to determine the barriers that prevent student involvement in their transition planning and provision of services and activities that foster involvement from occurring to the extent that it is desired by team members.

Implications for Transition Planning

These findings indicate that professionals are aware of the research literature which states that "no one has a greater stake in the outcome of transition planning than the student with a disability [who] should be an active participating member of the transition team" (West et al., 1992, p. 9). Secondary personnel seem to be aware that such participation may encourage shared responsibility, goal-setting, self-advocacy, problem-solving and

decision making (Martin et al., 1993; Reiff & deFur, 1992; Shaw et al., 1991). Why then does content tutoring remain the option of choice in secondary settings instead of emphasis on learning strategies, self-determination, self-advocacy and career/vocational instruction?

Some have suggested that school reform (excellence in education) efforts which focus on academics have limited real life activities or vocational preparation. Many high schools therefore place students with learning disabilities in "watered-down" special education content courses providing academic credit but not preparation for transition (Reiff & deFur, 1992; Shaw et al., 1991). Similarly, the inclusion movement can result in students with disabilities not getting the special education services they need (Baker & Zigmond, 1995).

It is critical that professionals collaborate with parents to insist on the full and early implementation of the transition planning process. Students and parents need to advocate for the attainment of ITP goals and objectives as the basis for graduating from high school. Students must not only be invited to ITP meetings but should be encouraged to "direct" (Wehman, 1992) the transition process. Students with learning disabilities need the services and activities described in Figure 3 which foster self-determination.

Insert Figure 3 about here.

It is clear that many professionals are not prepared to teach many of the skills described in Figure 3. In addition, alternative service delivery models to the academic classroom or content tutoring resource room are not evident to

many secondary professionals. Hopefully, the recent development of transition planning books, guides, and self-determination curricula (Aune, 1991; Field et al., in press; Halpern, 1995; Martin & Marshall, 1995; Sands & Wehmeyer, 1996) will provide the support to help secondary personnel infuse student involvement in the transition planning process.

References

Aune, E. (1991). A transition model for postsecondary-bound students with learning disabilities. Learning Disabilities Research and Practice, 6, 177-187.

Baker, J.M., & Zigmond, N. (1995). The meaning and practice of inclusion for students with learning disabilities: Themes and implications from the five cases. Journal of Special Education, 19, 163-180.

Bursuck, W.D., & Rose, E. (1992). Community college options for students with mild disabilities. In F.R. Rusch, L. deStephano, J. Chadsey-Rusch, L.A., Phelps, & E. Szymanski (Eds.), Transition from school to adult life: Models, linkages, and policy (pp. 71-91). Sycamore, IL: Sycamore.

Cline, B.V., & Billingsley, B.S. (1991). Teachers' and supervisors' perceptions of secondary learning disabilities programs: A multi-state survey. Learning Disabilities Research and Practice, 6, 158-165.

DeStephano, L., & Wermuth, T.R. (1992). IDEA (P.L. 101-476): Defining a second generation of transition services. In F.R. Rusch, L. DeStephano, J. Chadsey-Rusch, L.A., Phelps, & E. Szymanski (Eds.), Transition from school to adult life: Models, linkages, and policy (pp. 537-549). Sycamore, IL: Sycamore.

Dowdy, C.A., Carter, J.K., & Smith, T.E.C. (1990). Differences in transitional needs of high school students with and without learning disabilities. Journal of Learning Disabilities, 23, 343-348.

Durlack, C.M., Rose, E., & Bursuck, W.D. (1994). Preparing high school students with learning disabilities for transition to postsecondary education: Teaching the skills of self-determination. Journal of Learning Disabilities, 27, 51-59.

Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? Exceptional Children, 53, 555-561.

Field, S.S., Martin, J.E., Miller, R.J., Ward, M., & Wehmeyer, M.L. (in press). Student self-determination guide. Reston, VA: Council for Exceptional Children.

Gajar, A., Goodman, L., & McAfee, J. (1993). Secondary schools and beyond: Transition of individuals with mild disabilities. New York: MacMillan.

Halpern, A. (1995, October). A new curriculum for teaching transition planning. Presentation at the Division on Career Development and Transition international conference, Raleigh, NC.

Halpern, A.S. (1985). Transition: A look at the foundations. Exceptional Children, 51, 479-485.

Halpern, A.S. (1994). The transition of youth with disabilities to adult life: A position statement of the division on career development and transition, the Council for Exceptional Children. Career Development for Exceptional Individuals, 17, 115-124.

Houck, C.K., Geller, C.H., & Engelhard, J. (1988). Learning disabilities teachers' perceptions of educational programs for adolescents with learning disabilities. Journal of Learning Disabilities, 21, 90-97.

Karge, B.D., Patton, P.L., de la Garza, B. (1992). Transition services for youth with mild disabilities: Do they exist, are they needed? Career Development for Exceptional Individuals, 15, 47-68.

Knowlton, H.E., & Clark, G.M. (1989). National study of high school special education programs for handicapped youth in transition, Vol. I: Qualitative component. Washington, DC: Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No. ED 314 918)

Lombard, R.C., Hazelkorn, M.N., & Neubert, D.A. (1992). A survey of accessibility to secondary vocational education programs and transition services for students with disabilities in Wisconsin. Career Development for Exceptional Individuals, 15, 179-188.

Lovitt, T.C., Cashing, S.S., & Stump, C.S. (1994). High school students rate their IEPs: Low opinions and lack of ownership. Intervention in School and Clinic, 30, 34-37.

Lynch, E.C., & Beare, P.L. (1990). The quality of IEP objectives and their relevance to instruction for students with mental retardation and behavioral disorders. Remedial and Special Education, 11, 48-55.

Martin, J.E., & Marshall, L.H. (1995). ChoiceMaker: A comprehensive self-determination transition program. Intervention in School and Clinic, 30, 147-156.

Martin, J.E., Marshall, L.H., & Maxson, L.L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. Career Development for Exceptional Individuals, 16, 53-61.

Nunnally, J.C. (1978). Psychometric theory (2nd ed.). New York: McGraw-Hill.

Okolo, C.M., & Sitlington, F. (1986). The role of special education in LD adolescents' transition from school to work. Learning Disability Quarterly, 9, 141-155.

Patton, E. (1988). Transition planning for mildly handicapped secondary students: A Montgomery County pilot project. The Pointer, 32, 18-21.

Phillips, P. (1990). A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students', teachers', and parents' perceptions of program effects. Journal of Learning Disabilities, 23, 466-471.

Pray, B.S., Jr., Hall, C.W., & Markley, R.P. (1992). Social skills training: An analysis of social behaviors selected for individualized education programs. Remedial and Special Education, 13, 43-49.

Reiff, H.B., & deFur, S. (1992). Transition for youths with learning disabilities: A focus on developing independence. Learning Disability Quarterly, 15, 237-249.

Rojewski, J.W. (1992). Key components of model transition services for students with learning disabilities. Learning Disability Quarterly, 15, 135-150.

Sands, D.J., & Wehmeyer, M.L. (in press). Self-determination across the life span. Baltimore, MD: Paul H. Brookes.

Shaw, S.F., Brinckerhoff, L.C., Kistler, J.K., & McGuire, J.M. (1991). Preparing students with learning disabilities for postsecondary education: Issues and future needs. Learning Disabilities: A Multidisciplinary Journal, 2, 21-26.

Siperstein, G.N. (1988). Students with learning disabilities in college: The need for a programmatic approach to critical transitions. Journal of Learning Disabilities, 21, 431-436.

Sitlington, P.L., Frank, A.R., & Carson, R. (1992). Adult adjustment among high school graduates with mild disabilities. Exceptional Children, 59, 221-233.

Van Reusen, A.K., Deshler, D.D., & Schumaker, J.B. (1991). Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. Learning Disabilities: A Multidisciplinary Journal, 1, 23-34.

Wehman, P. (1992). Life beyond the classroom: Transition strategies for young people with disabilities. Baltimore, MD: Paul H. Brookes.

Wehman, P., Kregel, J., & Barcus, J.M. (1985). From school to work: A vocational transition model for handicapped students. Exceptional Children, 52, 25-37.

West, L.L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R.J., & Sarkees-Wircenski, M. (1992). Integrating transition planning into the IEP process. Reston, VA: The Council for Exceptional Children.

Table 1

Descriptive Statistics, Principal Factor Analysis, and Associated Reliability Estimates for Student Involvement in Transition Planning (Oblique Direct Quartimin Rotation) (N=395)

				LEVEL			
				Current		Desired	
Factor	Item #	Item Stem	Loading	M	SD	M	SD
I. Postsecondary Planning Activities	21	Provide evaluative information on the appropriateness of the ITP.	.86	3.44	1.78	6.08	1.00
	20	Assist in evaluating attainment of goals and objectives.	.80	3.72	1.69	6.23	.88
	19	Provide feedback on the effectiveness of transition activities.	.80	3.55	1.66	6.26	.86
	11	Identify goals related to community living.	.79	3.82	1.65	6.03	1.11
	10	Identify goals related to independent living.	.75	4.24	1.58	6.21	.93
	15	Assist in writing transition goals.	.63	3.64	1.91	6.07	1.22
	18	Monitor goals/objectives stated in ITPs.	.58	3.42	1.84	6.04	1.07
	16	Assist in selection of instructional materials/methods to achieve goals.	.58	3.16	1.68	5.52	1.40
	9	Identify personal/social goals.	.57	4.30	1.42	6.26	.85

Table 1 (continued)

Factor	Item #	Item Stem	Loading	LEVEL Current M	Current SD	Desired M	Desired SD
	17	Assist in selection of transition activities to achieve goals.	.53	4.30	1.56	6.24	.94
	13	Identify type(s) of support services needed post-high school.	.45	4.00	1.74	6.33	.89
Alpha Reliability = .93							
II. Secondary Planning Activities	3	Describe academic strengths and weaknesses.	.96	4.87	1.60	6.49	.76
	4	Describe personal strengths and weaknesses.	.81	4.62	1.54	6.46	.76
	6	Accurately describe their learning disability when asked.	.77	4.22	1.62	6.52	.73
	7	Identify educational goals.	.76	4.92	1.52	6.52	.71
	5	Describe learning style and/or how they like to learn.	.76	4.23	1.56	6.40	.83
	2	Identify interests/preferences regarding goals for the future.	.51	5.45	1.28	6.68	.57
	8	Identify vocational/career goals.	.44	4.92	1.32	6.56	.71
	1	Attend transition planning meeting.	.44	5.59	1.44	6.62	.76

Table 1 (continued)

Factor	Item #	Item Stem	Loading	LEVEL: Current M	Current SD	Desired M	Desired SD
	14	Assist in determining modifications and accommodations	.42	4.51	1.68	6.35	.93
	12	Identify type(s) of support services needed at the secondary level.	.42	4.45	1.75	6.33	.91

Alpha Reliability = .91

Table 2

Descriptive Statistics, Principal Factor Analysis, and Associated Reliability Estimates for Services and Activities that Foster Student Involvement in Transition Planning (Oblique Direct Quartimin Rotation) (N=383)

				LEVEL			
				Current		Desired	
Factor	Item #	Item Stem	Loading	M	SD	M	SD
I. Services and Activities Related to Self-Reliance	30	Socially responsible behavior.	.86	4.57	1.68	6.26	1.02
	34	Learning strategies.	.82	4.98	1.58	6.33	.98
	26	Communication skills.	.74	4.57	1.47	6.27	.94
	29	Training in decision-making problem solving.	.74	4.19	1.59	6.22	.96
	38	Social/interpersonal skills.	.74	4.67	1.43	6.17	1.01
	45	Training in self-management techniques.	.73	3.99	1.66	6.15	.99
	43	Instruction through content tutoring.	.70	4.49	1.78	5.66	1.47
	41	Self-advocacy skills.	.64	4.44	1.71	6.39	.88
	33	Counseling related to personal/ social issues.	.64	4.63	1.55	6.24	1.02
	25	Activities related to self-awareness.	.62	4.39	1.50	6.22	.94
	36	Compensatory strategies.	.61	4.79	1.52	6.16	1.11

BEST COPY AVAILABLE

Table 2 (continued)

Factor	Item #	Item Stem	Loading	LEVEL Current M	Current SD	Desired M	Desired SD
	35	Goal-setting.	.58	4.75	1.54	6.41	.79
	31	Activities in daily living.	.43	4.49	1.50	6.25	.93
	39	Accessing transportation.	.34	4.56	1.75	5.86	1.27
Alpha Reliability = .93							
II. Services and Activities Related to Career-Vocation	23	Experience-based career education.	.82	4.65	1.63	6.38	.79
	32	General career awareness.	.76	5.11	1.36	6.47	.67
	37	Career/vocational assessment.	.73	5.31	1.33	6.42	.78
	28	Vocation selection and skills training.	.72	4.75	1.36	6.32	.87
	44	Community-based work experience.	.72	4.66	1.56	6.26	.84
	40	Vocational/career counseling.	.67	5.19	1.40	6.43	.72
	42	Employability skills.	.65	4.76	1.47	6.42	.03
	27	Activities related to post-secondary options.	.61	5.12	1.46	6.44	.69

Table 2 (continued)

Factor	Item #	Item Stem	Loading	LEVEL Current M	Current SD	Desired M	Desired SD
	24	Functional academics.	.48	4.93	1.46	6.33	.83
	22	Utilizing community resources.	.42	4.55	1.52	6.16	.95

Alpha Reliability = .89

Table 3

Analysis of Variance for Part I: Student Involvement in Transition Planning Activities

Source	df	F
Postsecondary Planning Activities (Factor I)		
Between Subjects Role	2	2.97
Error (a)	396	(1.31)
Within Subjects Level	1	1483.57 *
Role x Level	2	14.69 *
Error (b)	396	(0.73)
Secondary Planning Activities (Factor II)		
Between Subjects Role	2	2.68
Error (a)	395	(0.94)
Within Subjects Level	1	1185.55 *
Role x Level	2	12.79 *
Error (b)	395	(0.51)

Note. Values enclosed in parentheses represent mean square errors;

*** p < .0001.**

Table 4

Summary of Post Hoc Comparisons Using Scheffé Procedure

	Current Level	Desired Level
Part I, Factor I - Postsecondary Planning Activities:		
Administrator - Special Educator	*	
Administrator - Related Service Personnel		
Special Educator - Related Service Personnel	**	
Part I, Factor II - Secondary Planning Activities:		
Administrator - Special Educator		
Administrator - Related Service Personnel		
Special Educator - Related Service Personnel	**	
Part II, Factor I - Self-Reliance:		
Administrator - Special Educator	*	
Administrator - Related Service Personnel		
Special Educator - Related Service Personnel	**	
Part II, Factor II - Career/Vocation:		
Administrator - Special Educator		
Administrator - Related Service Personnel		
Special Educator - Related Service Personnel		*

Note. * $p < .05$; ** $p < .01$.

Table 5

Analysis of Variance for Provision of Services and Activities

Source	df	F
Self-Reliance (Factor I)		
Between Subjects Role	2	1.25
Error (a)	396	(1.25)
Within Subjects Level	1	1022.74 **
Role x Level	2	11.28 **
Error (b)	396	(0.51)
Career/Vocation (Factor II)		
Between Subjects Role	2	1.13
Error (a)	393	(0.80)
Within Subjects Level	1	814.26 **
Role x Level	2	5.80 *
Error (b)	393	(0.50)

Note. Values enclosed in parentheses represent mean square errors;

*** p < .004; ** p < .0001.**

Figure Caption

Figure 1. Perceptions of student involvement in transition planning activities.

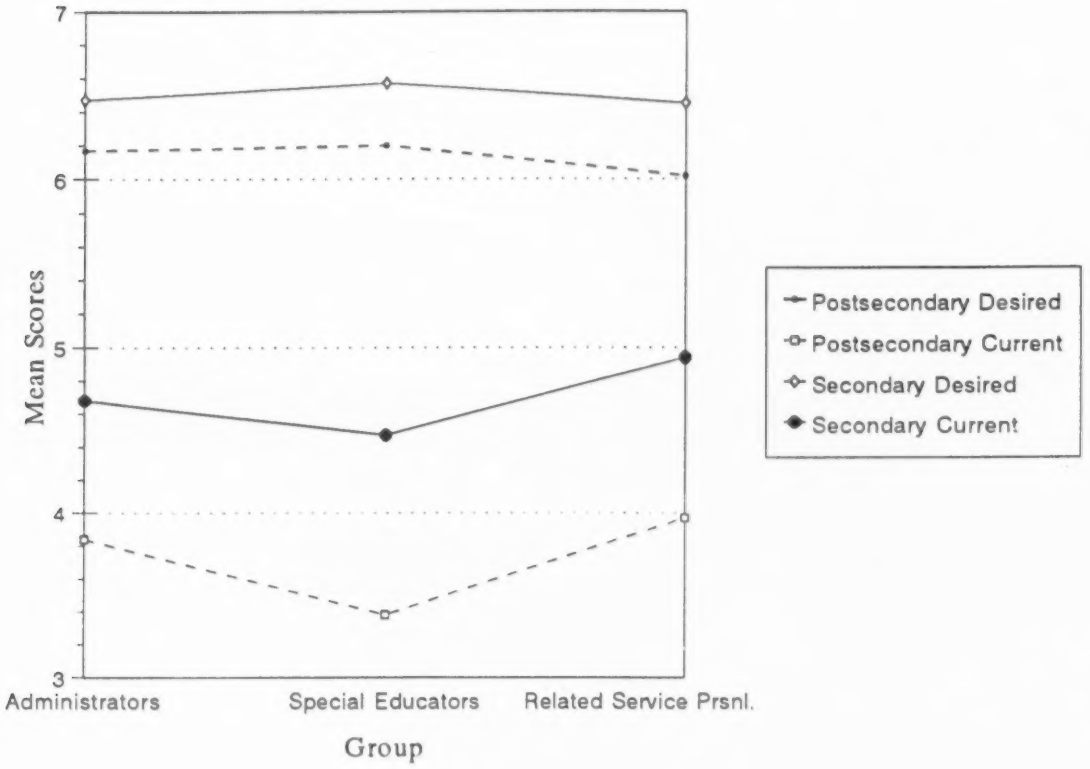
7
6
5
4
3
Mean Scores
Administrators
Special Educators
Related Service Prsnl.
Group
Postsecondary Desired
Postsecondary Current
Secondary Desired
Secondary Current

Figure Caption

Figure 2. Perceptions of provision of services and activities to foster student involvement.

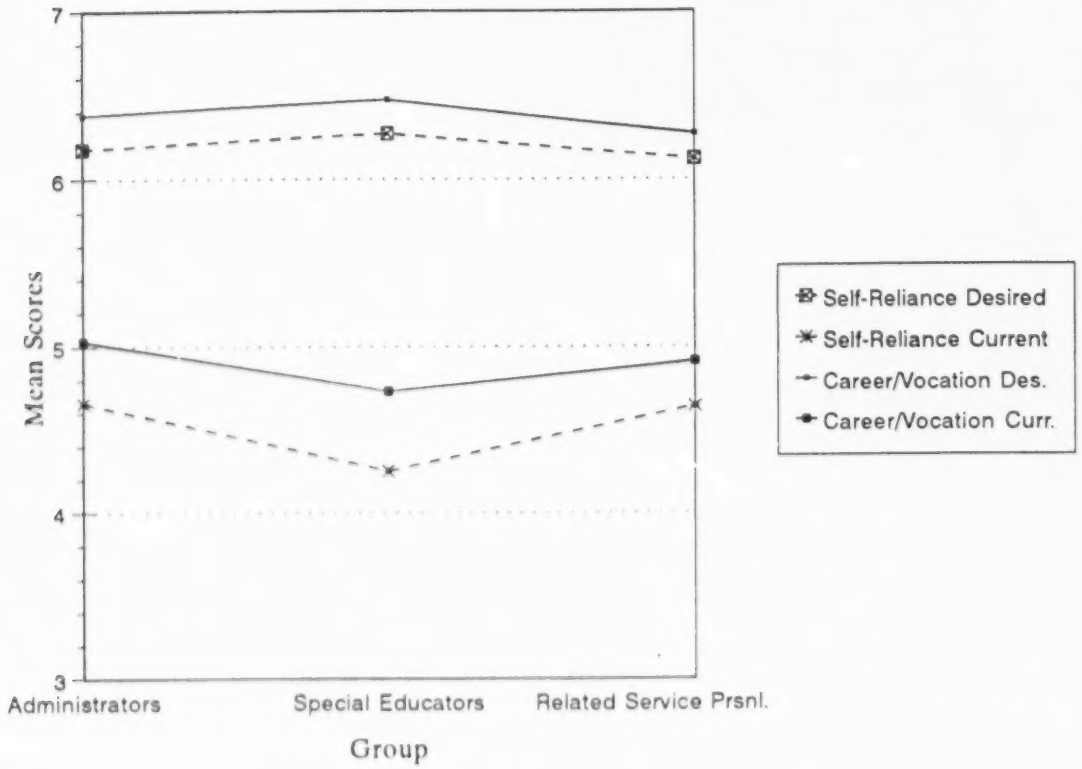
7
6
5
4
3
Mean Scores
Administrators
Special Educators
Related Service Prsnl.
Group
Self-Reliance Desired
Self-Reliance Current
Career/Vocation Des.
Career/Vocation Curr.

Figure Caption

Figure 3. Services and activities that foster self-determination.

The following services and activities foster self-reliance:

- Activities related to self-awareness (e.g., strengths, needs, and learning styles)
- Communication skills
- Training in decision-making/problem solving
- Socially responsible behavior (e.g., citizenship)
- Activities in daily living (e.g., managing personal finances
- Counseling related to personal/social issues (e.g., acceptance of learning disability)
- Learning strategies (e.g., study skills, time management)
- Goal setting
- Compensatory strategies (e.g., word processing)
- Social/interpersonal skills
- Accessing transportation (e.g., drivers license)
- Self-advocacy skills
- Training in self-management techniques (e.g., monitoring of progress, self-evaluation